PICKHURST ACADEMY

ACCESSIBILITY PLAN

MARCH 2025

Next Review Date: March 2028

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

CHANCERY EDUCATION TRUST

PICKHURST ACADEMY

ACCESSIBILITY PLAN

Purpose of this Accessibility Plan

The core purpose of this plan is to show how the Schools and Academies within the Chancery Education Trust intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the Academy School's duty to make reasonable adjustments, which includes taking positive steps to ensure that those pupils with a disability can fully participate in the education provided by the Academy School and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the Academy School community with a disability to have:

- complete access to our Academy School's environment, curriculum, provision and information; and
- full participation in the Academy School community

Principles

- Compliance with the *Equality Act 2010* is consistent with our Academy School's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
    - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
    - not to treat disabled pupils less favourably;
    - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
    - to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our Academy School:
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
    - recognises the effect their disability has on his/her ability to carry out activities; and
    - respects the parents' and child's right to confidentiality
- The Academy School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

ACCESSIBILITY PLAN

EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM					
Target	**Strategies**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**
To ensure that the Accessibility Plan becomes an annual item at the LGB meetings	Clerk to Governors to add to list for LGB meetings	Annually	HR Administrator / Clerk to LGB	Adherence to legislation	CEO
Ensure teaching staff have specific training on disability issues	Review staff training needs - Audit of staff's current skills/training and experience. Staff in school with specialised expertise and qualifications include: Accredited Training for Pupils with Autism Specialist Dyslexic teaching Restorative Approaches LPSLBA (London Programme for Specialist Leaders in Behaviour & Attendance) Emotional Literacy Support Assistants	On-going	SENCO	Whole school community aware of issues. Raised confidence of staff who are secure in their ability to enable pupils with learning difficulties and disabilities to access more of the curriculum. Supporting Pupils with Autistic Spectrum Disorder, Dyslexia, Sensory Support, De-escalation techniques & Medical Needs	CEO/Executive HT
	Staff induction procedures include reference to disability	As required	Executive HT / HR Administrator	Induction procedures / handbook etc. to be updated and issued by the Trust	CEO/Executive HT
	Staff have access to appropriate CPD	As required	Deputy Headteacher/ SENCO	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	CEO/Executive HT

EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					
Target	**Strategies/Tasks**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**
Ensure teaching staff have specific training on disability issues (Cont'd)	Staff to receive annual training in anaphylaxis and use of adrenaline auto-Injectors and asthma inhalers Members of staff to be first aid trained or attend refresher courses	As required As required	Academy School Office HR Administrator to notify staff due for renewal	Increase in access to the curriculum Increase in access to the curriculum	CEO / Executive HT CEO / Executive HT
Increase confidence of all staff in differentiating the curriculum	SENCO and School Nurse to produce/review and distribute care plans for pupils who need them Ensure relevant support staff are engaged in supportive visits from external agencies e.g., occupational therapists, educational psychologist, CAMHS, Autism, Dyslexia, hearing impairment advisors	As required As required	SENCO Class Teachers / Deputy Headteacher / SENCO / SLT	Increase in access to the curriculum All staff are aware of individual's needs	CEO / Executive HT CEO / Executive HT
To ensure that all policies consider the implications of disability access	Consider during review of policies	On-going	SLT / Trust Administrator	Policies reflect current legislation	CEO / Executive HT
To ensure that all children are able to access all out-of-school activities. E.g., clubs, trips etc.	Review of out of school provision to ensure compliance with legislation	On-going	Deputy Headteacher / SENCO / SLT	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	Executive HT
EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					

Target	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g., headphones, writing slopes, work stations, yellow paper, screen covers etc, and to take into consideration a child's sensory needs	Termly	Deputy Headteacher / SENCO	Children will develop independent learning skills	Executive HT
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc., will be applied for as needed	Annually	Deputy Headteacher/SENCO/ Executive HT	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	CEO / Executive HT
Use ICT software to support learning Ensure ICT appropriate for pupils with disabilities	Make sure software is installed where needed	As required	ICT Coordinator	Wider user of SEND resources in classrooms	Executive HT
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Educational Visits Policy to be reviewed	As required As required	Executive HT / EVC EVC / HR Administrator	All pupils in school able to access all educational visits and take part in a range of activities	Executive HT

EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					
Target	**Strategies/Tasks**	**Timeframe**	**Responsibility**	**Success Criteria**	Monitoring Progress
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PR and disability sports Seek disabled sports people to come into school	As required	PE Coordinator / Deputy Headteacher	All to able access to PE and able to excel	Executive HT
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	Deputy Headteacher / SENCO	Curriculum reviews to reference specifically disability equality	Executive HT
Main Academy School reception area	Welcome signage in place in various languages. We will place braille signs to the right of all doors if we have a visually impaired member of the school community	Annually As required	Trust Business Management Administrator Trust Business Management Administrator	ALL people feel they are welcome in school	CEO / Executive HT

IMPROVING ACCESS TO PHYSICAL ENVIRONMENT					
Targets	**Strategies/Tasks**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**
The Academy School is aware of access needs of disabled pupils, staff, governors, parents/carers and visitors	Be aware of staff, governors, and parents access needs and meet as appropriate	Induction and on-going if required	Deputy Headteacher /SENCO	All staff and governors feel confident their needs are met IEP's are in place or disabled pupils and all staff are aware of pupils' needs.	CEO / Executive HT
	Through questions and discussions find out the access needs of parents/carers through newsletters/annual questionnaires	Annually	Deputy Headteacher /SENCO	Continuously monitored to ensure any new needs arising are met. To ensure parents/Carers have full access to all school activities.	CEO / Executive HT CEO
	Consider access needs during recruitment process	Recruitment process	Executive HT / HR Administrator	Access issues do not influence recruitment and retention issues	

IMPROVING ACCESS TO PHYSICAL ENVIRONMENT (Cont'd)					
Targets	**Strategies**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**
To ensure that where possible making reasonable adjustments to the school buildings and grounds are accessible for all children and adults. (Continue to improve access to the school's physical environment for all)	Undertake an audit of accessibility of school buildings and grounds.	Annually suggest reasonable actions and implement as budget allows	Trust Business Management Administrator / Caretaker	Adaptations to increase accessibility within budget constraints	CEO
Layout of school to allow access for all pupils to all areas To take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign/refurbishment works Personal care is managed effectively – making reasonable physical adaptations as required.	On-going	Trust Business Management Administrator / Caretaker	Re-designed buildings are usable by all	CEO
Ensure everyone has access to the reception area	Ensure that there is nothing preventing wheelchair access. A bell is available on the reception counter so that wheelchair users can get the attention of staff in the office. Seating is provided within the reception waiting area	Daily checks to ensure area is clear of obstruction	Caretaker	Wheelchair users can enter the building with ease	CEO / Executive HT
IMPROVING ACCESS TO PHYSICAL ENVIRONMENT (Cont'd)					

Targets	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Improve signage and external access for visually impaired people (For all stakeholders e.g., Parents/carers, visitors, hirers of school premises etc.	Yellow strip/paint on step edges to external step areas and door thresholds Check exterior lighting is working on a regular basis	On-going Checks through H&S walk rounds	Trust Business Administrator / Caretaker	Step edges / thresholds to be re-done as needed throughout the year	Executive HT
Ensure all disabled pupils can be safely evacuated	Create Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities Ensure flashing beacons linked to the fire alarm system are fitted within all toilet areas to alert hearing impaired/deaf pupils in fire / emergency situations the alarm to evacuate the building has been activated	As required Achieved	Deputy Headteacher / SENCO Trust Business Management Administrator	All disabled pupils and staff working with them are safe in the event of a fire.	Executive HT Executive HT

IMPROVING DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS' / PARENTS					
Targets	**Strategies/Tasks**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**

To make documents/information available in alternative formats	Identify pupils, parents and members of the local community who may need to access information in different formats e.g., interpreters, signers.	As required	School Office	Pupils and/or parents feel supported and included The Academy School provides for pupils, parents and local community who may need access to information in different format	Deputy Headteacher / SENCO
	Large print formats as required.	As required	School Office	To ensure access for all	Executive HT
	Review accessibility of newsletter and letters for parents	As required	School Office	Written information will be provided in alternative formats as necessary	Executive HT
	Translation tool to be added to the Academy School website to allow multi-lingual access	Annually	School Office	Academy School website will become accessible to all. The Deputy Headteacher / SENCO to inform PA to CEO of new any additional languages to be added as required	PA to CEO
	Monitor update of documents in alternative formats	As required	School Office	Office Staff to record number / type of alternative formats provided	Deputy Headteacher
	Ensure the Academy School Prospectus is available via the school website			For ease of access for all stakeholders	PA to CEO / Office Administrator
IMPROVING DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS' / PARENTS					
Targets	**Strategies/Tasks**	**Timeframe**	**Responsibility**	**Success Criteria**	**Monitoring Progress**

To ensure that parents who are unable to attend the Academy School, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone, Zoom, offer alternative dates/times for easier access or send home written information	Termly	Class Teachers	Parents are informed of their children's progress	Deputy Headteacher / SENCO
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Deputy Headteacher / SENCO	Staff produce their own information	Deputy Headteacher
Annual Review information to be accessible as possible	Develop/review child friendly review formats	On-going	Deputy Headteacher / SENCO	Staff more aware of pupils preferred method of communication	Executive HT
Languages other than English to be visible in the Academy School	Some welcome signs to be multi-lingual	Ongoing	EAL Co-ordinator	Confidence of parents to access their child's education	Deputy Headteacher / SENCO

Monitoring and Implementation
The Accessibility plan targets will be reviewed annually and the policy updated and publish on the Academy School website every three years

	Name	Date
Policy written by	Headteacher/Principal	March 2025
Reviewed by Committee	Local Governing Board	March 2025
Approved by Committee	Local Governing Board	October 2025
Adopted by Governing Board	Local Governing Board	October 2025
To be reviewed every three years		
Review by	March 2028	